



## School Technology Needs Assessment (STNA)

The *School Technology Needs Assessment* (STNA, say “Stenna”) is intended to help school-level decision makers—administrators, technology facilitators, media coordinators, or technology committee members—collect data to plan and improve uses of technology in teaching and learning activities. The STNA is designed to be completed by teachers and other educators working directly with students, and should be administered to the entire staff of any school for which needs are being assessed. STNA results are not scored or reported for each individual respondent. Instead, each person’s responses are combined with those of other educators in their building, and reported at the school level in terms of how many times each possible response is selected for each item. Pilot testing indicates that it should take approximately 25 minutes to complete the STNA.

On this paper-pencil copy of the STNA, responses are coded for use with the *STNA Scoring Tool* spreadsheet. The numbers located next to the response checkboxes have no meaning and are provided only to aid scoring.

### I. Supportive Environment for Technology Use

#### Selecting Responses – Section I

1. For each item, check the box below the response that best matches how much you agree with the statement - “Strongly Agree,” “Agree,” “Disagree,” or “Strongly Disagree.”
2. If you do not have enough information to form an opinion about the topic of an item, select “Do Not Know.”
3. If you have enough information to form an opinion but are simply split between “Agree” and “Disagree,” select “Neither Agree nor Disagree.”

Further development of the School Technology Needs Assessment (STNA) to make it mobile and interactive is under way with funding from Lenovo.



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| “In my school...”                                 |  | Strongly Agree             | Agree                      | Neither Agree nor Disagree | Disagree                   | Strongly Disagree          | Do Not Know                |
|---|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Vision, Administrative Support, and Communication | 1) A vision for technology has been developed through an effective collaboration among stakeholders, e.g., administrators, specialists, teachers, students, and community members. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 2) The vision for technology use has been effectively communicated to the community.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 3) Administrators model effective uses of technology.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 4) Administrators support changes in school-level systems, policies, and practices related to technology.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 5) Teachers who are innovators with technology receive <b>material incentives</b> , e.g., stipends, perks, waivers, special opportunities.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 6) Teachers who are innovators with technology receive <b>non-material incentives</b> , e.g., public recognition, special appreciation.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 7) When administrators are seeking or hiring teachers, they consider technology literacy and leadership for technology as criteria for selection.                                  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 8) An effective long-range school technology plan is in place.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 9) The school technology plan is developed through an effective collaboration among stakeholders, e.g., administrators, specialists, teachers, students, and community members.    | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 10) The school technology plan is monitored and updated at least once a year.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 11) Teachers and other staff members support the school technology plan.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 12) The amount of money budgeted for technology resources is sufficient for implementing decisions arising from planning.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 13) The amount of money budgeted for technology resources is sufficient for continuously updating and replacing technology systems as they become outdated.                        | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 14) Supplemental sources of funding are actively pursued to support technology, e.g., external grants, collaboration with community or parent groups, support from businesses.     | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 15) Multiple sources of data are used to evaluate the impact of technology initiatives on student outcomes.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 16) Technology is used to communicate and collaborate <b>with families</b> about school programs and student learning.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 17) Technology is used to communicate and collaborate <b>with the community</b> about school programs designed to enhance student learning.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |

| “In my school...”  |  | Strongly Agree             | Agree                      | Neither Agree nor Disagree | Disagree                   | Strongly Disagree          | Do Not Know                |
|--|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Supportive Environment for Technology Use  | 18) Teachers and students have sufficient computer hardware available for their use, e.g., computers, digital cameras, projection devices, scanners, printers.                       | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|  | 19) Electronic systems for communicating within the school are adequate, e.g., e-mail among teachers and staff, network drives to upload lesson plans and grades to the main office. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|  | 20) Electronic systems for communicating with families and the community are adequate, e.g., e-mail, teacher, and/or school Web pages.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|  | 21) Reliability and speed of external connections are sufficient, e.g., connections to the Internet, online databases, and other resources.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|  | 22) Students with disabilities have appropriate and adequate access to adaptive and assistive devices.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|  | 23) Teachers have ready access to technical support, e.g., to troubleshoot hardware or software problems, maintain systems.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|  | 24) Library media coordinator and/or media assistant positions are adequately staffed.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|  | 25) Technology facilitator and/or technology assistant positions are adequately staffed.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|  | 26) Teachers and students have ready access to productivity software, e.g., graphic organizer, word processing, slide presentation, or drawing applications.                         | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|  | 27) Teachers have ready access to a cataloging system they can use for searching and locating teaching materials.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|  | 28) Teachers and students have ready access to a good collection of print, multimedia, and electronic resources.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|  | 29) When educators are selecting resource media and software, they consider both the curriculum and the needs of learners.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|  | 30) The media center can be flexibly scheduled to provide equitable access to resources and instruction.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|  | 31) Computer labs can be flexibly scheduled for equitable access to resources and instruction. (Leave this item blank if your school has no computer labs.)                          | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| 32) Mobile computers can be flexibly scheduled to provide equitable access to resources and instruction. (Leave this item blank if your school has no mobile computers.) | <input type="checkbox"/> 1   | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |                            |

## II. Professional Development

### Selecting Responses – Section II

- For each item, check the box below the response that best matches how much you agree with the statement - “Strongly Agree,” “Agree,” “Disagree,” or “Strongly Disagree.”
- If you do not have enough information to form an opinion about the topic of an item, select “Do Not Know.”
- If you have enough information to form an opinion but are simply split between “Agree” and “Disagree,” select “Neither Agree nor Disagree.”

| “I would benefit from professional development on...” |  | Strongly Agree             | Agree                      | Neither Agree nor Disagree | Disagree                   | Strongly Disagree          | Do Not Know                |
|---|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Professional Development Needs                        | 1) Research-based practices I can use in my teaching.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 2) Identification, location, and evaluation of technology resources, e.g., websites that I can use with my students.                     | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 3) Performance-based student assessment of my students.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 4) The use of technology to collect and analyze student assessment data.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 5) Learner-centered teaching strategies that incorporate technology, e.g., project-based or cooperative learning.                        | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 6) Online security and safety.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 7) The use of technology for differentiating instruction for students with special learning needs.                                       | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 8) Uses of technology to increase my professional productivity.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 9) Ways to use technology to communicate and collaborate with families about school programs and student learning.                       | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 10) Ways to use technology to communicate and collaborate with other educators.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 11) Alignment of lesson plans to content standards and student technology standards.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 12) Use of research or action research projects to improve technology-enhanced classroom practices.                                      | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 13) Use of data for reflecting on my professional practices.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 14) Use of data to make decisions about the use of technology.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 15) Use of technology to participate in professional development activities, e.g. online workshops, hands-on training in a computer lab. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |

| “In my school...”                |   | Strongly Agree             | Agree                      | Neither Agree nor Disagree | Disagree                   | Strongly Disagree          | Do Not Know                |
|----------------------------------|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Professional Development Quality | 16) Educators in charge of professional development use data from teachers' needs assessments to determine technology professional development topics and activities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|                                  | 17) Technology professional development is timely.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|                                  | 18) Technology professional development is relevant.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|                                  | 19) Technology professional development is ongoing.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|                                  | 20) Teachers have an opportunity to evaluate technology professional development activities in which they participate.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|                                  | 21) The impact of technology professional development is tracked using data on <b>classroom practice</b> .  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|                                  | 22) The impact of technology professional development is tracked using data on <b>student learning</b> .  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |

### III. Teaching and Learning

#### Selecting Responses – Section III

- For each item, check the box below the response that comes closest to indicating how often you do the described activity - “Daily,” “Weekly,” and so on.
- If you do not have enough information to select a number response for an item, select “Do Not Know.”

| “In the settings where I work with children...” |  | Daily                      | Weekly                     | Monthly                    | Once per Grading Period    | Never                      | Do Not Know                |
|---|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Teacher Technology Use                          | 1) I consult publications, online journals, or other resources to identify research-based practices I can use in teaching with technology. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 2) I identify, locate, and evaluate technology resources, e.g., websites.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 3) I apply performance-based student assessment to technology-enhanced lessons, e.g., student portfolios, student presentations.           | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 4) I use technology regularly to collect and analyze student assessment data.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 5) My lessons include technology-enhanced, learner-centered teaching strategies, e.g., project-based learning.                             | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 6) I apply policies and practices to enhance online security and safety.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 7) I use technology to differentiate instruction for students with special learning needs.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 8) I use technology to support and increase my professional productivity.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 9) I use technology to communicate and collaborate with families about school programs and student learning.                               | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 10) I use technology to communicate and collaborate with other educators.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 11) My lesson plans refer to both content standards and student technology standards.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 12) I do research or action research projects to improve technology-enhanced classroom practices.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 13) I use multiple sources of data for reflecting on professional practice.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 14) I use multiple sources of data to make decisions about the use of technology.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 15) I use technology to participate in professional development activities, e.g. online workshops, hands-on training in a computer lab.    | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |

| “In the settings where I work with children...” |   | Daily                      | Weekly                     | Monthly                    | Once per Grading Period    | Never                      | Do Not Know                |
|---|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Student Tech Use                                | 16) Students use a variety of technologies, e.g., productivity, visualization, research, and communication tools.                 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 17) Students use technology during the school day to communicate and collaborate with others, beyond the classroom.               | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 18) Students use technology to access online resources and information as a part of classroom activities.                         | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 19) Students use the same kinds of tools that professional researchers use, e.g., simulations, databases, satellite imagery.      | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 20) Students work on technology-enhanced projects that approach real-world applications of technology.                            | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 21) Students use technology to help solve problems.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 22) Students use technology to support higher-order thinking, e.g., analysis, synthesis, and evaluation of ideas and information. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 23) Students use technology to create new ideas and representations of information.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |

## IV. Impact of Technology

### Selecting Responses – Section IV

1. For each item, check the box below the response that best matches how much you agree with the statement - “Strongly Agree,” “Agree,” “Disagree,” or “Strongly Disagree.”
2. If you do not have enough information to form an opinion about the topic of an item, select “Do Not Know.”
3. If you have enough information to form an opinion but are simply split between “Agree” and “Disagree,” select “Neither Agree nor Disagree.”

|   |   | Strongly Agree             | Agree                      | Neither Agree<br>nor Disagree | Disagree                   | Strongly<br>Disagree       | Do Not Know                |
|---|---|----------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|----------------------------|
| “In the settings where I work with children...” |   |                            |                            |                               |                            |                            |                            |
| Teacher Impact                                  | 1) My teaching is more student-centered and interactive when technology is integrated into instruction.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3    | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 2) My teaching practices emphasize teacher uses of technology skills to support instruction.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3    | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 3) My teaching practices emphasize student uses of productivity applications, e.g., word processing, spreadsheet.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3    | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 4) My teaching practices emphasize student uses of technology as an integral part of specific teaching strategies, e.g., project-based or cooperative learning. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3    | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| Student Impact                                  | 5) Technology has helped my students become more socially aware, confident, and positive about their future.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3    | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 6) Technology has helped my students become independent learners and self-starters.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3    | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 7) Technology has helped my students work more collaboratively.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3    | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 8) Technology has increased my students’ engagement in their learning.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3    | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
|   | 9) Technology has helped my students achieve greater academic success.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3    | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |